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| **Know** | **Wonder** | **Learned** |
| * Write across content * Go beyond traditional thesis and essays * Increased focus on argument * Purpose, audience, publishing constantly changing * Short frequent research (content and writing) * Workforce writing will require flexibility, problem-solving, critical thinking * Online * Presentation * Accessible * Collaborate * Publish * Concise * Multimedia * Different opportunities * Writing using different media is useful for student learning (red articles, respond in google forms) * Skills (sp, grammar) don’t always transfer to various disciplines * Teachers can use media (google) to share lessons/ideas and to collaborate virtually * Need for communication skill is universal (school, business, gov’t) * Writing need to address rapidly changing needs. * The world of work asks writers to produce traditional as well as new and changing text types * Implications for writing instruction are to incorporate technology as well as examine lessons and content to insure relevance * Students as writers need to understand the demands of purpose and audience * Writing as a means of communication, being able to clearly articulate your thinking. * Being able to write persuasively * Being concise– determining what’s important in the information that you have * Shift to informational * Collaboration in work → presentations * Knowing audience and purpose →needs * Grammar needs * What we teach now may not address all needs * Speaking skills →interpersonal skills | * Gap between state, standards, and where we need to be ($) * Balance between content and literacy skills (double grade) * Professional learning→teachers having literacy skills   + How are our teachers supported for collaboration?   + Digital divide (“old school” learners?) * Tech as an academic tool & social tool? * Convince reluctant teachers 21st c. learners are different? * What types of writing are done in workforce? * Forms and structures for students with different goals? * How to use different media without it becoming cumbersome? * How do we ensure that skills are transferable? * What are others doing professionally in order to collaborate and share? * Will standardized tests address these 21st c requirements? * How do we balance supporting writing development with exploration of new text types and new environments? * How do we support and extend avenues for professional learning to address these needs? * How do we balance continuing th literary heritage with new 21st c demands? * How do we use social media to prepare our students for the 21st c? * We wonder about the implications for instruction – how can we translate our knowledge into classroom strategies? * Expectations for r/w in all content areas * How do we get all parties to be accountable fo the shift? * How do we move kids from apathy to engagement? * Bring more real world experiences/ purposes withing the classroom across content areas and student needs (workforce readiness) * Increase teacher understanding of technology to support writing/communication | * We need to do something with our outcomes * Great thinking and learning – now what? What’s our action? Our group should pilot a challenge? * That the flipped classroom involves student mastery of content. * I like how both presenters dealt with the gradual release of responsibility. * Jing would be a good resource. * We think kids will be more willing to learn the “basics” of writing in an atmosphere in which the “co-construct” knowledge/information * Expanding the range of possibilities and responsibilities of classroom experiences and instruction * People who just think to the “essay” when they think of writing are dinosaurs. * Kids need to learn how to be more independent * Kids should not be bored * Learning is more effective when it is student-centered * Time is of the essence. It takes time. * Lots of tools to engage kids. * There are various methods of getting students to take responsibility. * Collaboration is key * Huge number of ideas out there * New dig. Aps. * Adv. Of flipped classrooms * There should be more emphasis on problem solving projects |